

External Review Team Process

Office of Federal and State Accountability Division of Accountability



FOCUSED SCHOOL RENEWAL PLAN (FSRP) Revised for School Year 2008-09 Revisions Included

School: Chester Park Elementary School of Inquiry

District: Chester

Principal: Dena Dunlap

Superintendent: Larry Heath

FOCUSED SCHOOL RENEWAL PLAN (FSRP) 2008–09 School Year of Implementation

Rationale

Provide the rationale for the FSRP goals to be implemented during the 2008–09 school year, along with the expected outcomes.

The following information must be included in the rationale:

- **Summary of demographic information from 2007 School Report Card**
 - **School Profile (students, teachers, school)**
 - **Population diversity**
 - **Free/reduced lunch**
- **Three years of data in chart format with brief explanation of data**
 - **Test Data (PACT/HSAP/EOC Exams)**
 - **Graduation rate (if applicable)**
 - **Additional data pertinent to your school**
- **Summary of process used to develop the FSRP and the persons involved**
- **Narrative of how selected goals will enable the school to meet expected progress**

School Profile

Chester Park Elementary School of Inquiry is housed in the Chester Park Complex, along with two other elementary schools. From 1993-2004, Chester Park Complex existed as one large school with an attendance of approximately 2000 students. Beginning with the 2006-2007 school term, parents were offered Schools of Choice. Three, theme-based elementary schools were formed: Chester Park Elementary Center of Literacy through Technology, Chester Park Elementary School of the Arts, and Chester Park Elementary School of Inquiry (CPESI), which operates on a modified, year-round schedule. The Chester Park Complex BEDS code became the BEDS code solely for CPESI.

Our school has approximately 399 students in grades Pre-K through five with an average class size of 16 at each grade level. Currently, we have: 2 half-day Pre-K classes (one morning and one afternoon), 3 kindergartens, 4 first grades, 4 second grades, 3 third grades, 4 fourth grades, 3 fifth grades, and 4 self-contained special education classes. The 4 self-contained classes are comprised of the following: 2, half-day classes (one morning and one afternoon) for Developmentally Delayed students ages three and four, 1 Moderate to Severely Disabled class for students in grades K-5, and 1 Educable Mentally Disabled class for students in grades K-5. Each week, all students in grades K-5 receive ninety minutes of Physical Education, divided into two, forty-five minute periods. All students in grades K-5 receive Music, Art, Guidance, and Odyssey Lab instruction for forty-five minutes each week. We have an additional computer lab that teachers use on a first come, first serve basis. The Media Center is utilized throughout the week with a flexible schedule for upper grades and a fixed schedule for grades K-2. Students in the Developmentally Delayed Pre- K and regular Pre-K classrooms receive Physical Education, Music and Art in their regular classroom setting. All students at CPESI are able to utilize the Media Center throughout the school day for book selection. We continually work to improve instruction and student learning. Students in grades K-5 attend Guidance class every week. A Character Word of the Week is also emphasized.

We currently have 30 certified staff members: 13 hold Bachelor degrees, 1 holds a Bachelor + 18, 18 have a Master degree, 6 have a Master + 30, and 1 teacher holds an Ed.S. degree. Our teachers' experiences include: 4 are first year teachers, 8 are second year teachers, 6 have taught 3-8 years, 5 have taught 9-14 years, 4 have taught 15-20 years, 2 have taught 21-25 years, 2 have taught 26-30 years, and 3 have taught 31-35 years. There are 11 paraprofessionals at our school: 4 work with teachers in special education classrooms, 1 works in our Pre-K classroom, 3 work in our kindergarten classrooms, 1 manages the Odyssey Computer Lab, 1 manages our Behavior Intervention Program (BIP), and 1 is a Library Media Assistant. We have a school nurse and two administrative office assistants.

Increasing parental involvement is a goal for our School Improvement Council and faculty. We sponsor activities such as Family Reading Night, Parent Appreciation Night, Family Game Night, Math & Science Fair, Grits for Grandparents, Helping Your Child With Homework, and Parent Plug-In workshops. A Parent Communication folder is sent home each Tuesday containing the student's work, behavior report, and the weekly school newsletter.

Population Diversity

Our school has maintained a higher population of African American students, as compared to Caucasian, or Other (Hispanic and White/Black) over the past three years. We have 313 African American students, which comprises 79% of our student population; 76 Caucasian students, or 19% of our student population; and 8 Other (1 Asian Pacific, 2 Hispanic and 5 White/Black) students, which is 2% of our student population.

African American males comprise 43% of the student population; African American females comprise 36%; Caucasian males, Caucasian females, Other males, and Other females comprise 21% of the student population.

The percentage of students with disabilities (other than speech) has decreased slightly over the past two years (from 9.4% to 9.2%). Our student population with disabilities (including speech) totals 38 in grades 3-5, and yields the following scores in the Proficient range on the 2007 Palmetto Achievement Challenge Tests (PACT) subtests: ELA- 2.7%, Mathematics- 5.4%, Science- 5.3%, and Social Studies- 5.3%. There were no disabled students who scored in the Advanced range on these subtests.

On the 2007 PACT, 20.1 % of female students scored in the Proficient and Advanced range on the ELA subtest, 16.0 % on Mathematics subtest, and 11.3% on the Social Studies subtest, which is considerably higher than males at 15.5% on ELA, 14.5% on Mathematics, and 8.5% on the Social Studies subtests. Higher percentages were noted among Caucasian students scoring in the Proficient and Advanced range, as opposed to the other ethnic groups, on the ELA, Mathematics, Science, and Social Studies subtests.

Free / Reduced Meals

The majority of our students receive subsidized meals (73% free and 13% reduced price), while only 14% pay full price. Our school receives Title I funding and has the highest poverty rate among other schools in our district at 83%.

Three Years of Data

The following charts illustrate three years of data from the Palmetto Achievement Challenge Tests.

Chester Park Elementary School of Inquiry

Palmetto Achievement Challenge Tests (PACT)-English / Language Arts

Year	Grade	# Tested	% Below Basic	% Basic	% Proficient	% Advanced
2007	3	67	26.10	49.30	21.70	2.90
	4	80	45.10	41.20	11.80	2.00
	5	77	57.90	29.80	8.80	3.50
2006	3	73	40.30	35.80	23.90	0.00
	4	55	40.00	46.30	11.30	2.50
	5	57	39.50	47.40	13.30	0.00
2005	3	82	37.00	43.20	18.50	1.20
	4	90	41.60	42.70	15.70	0.00
	5	82	50.60	43.00	6.30	0.00

Palmetto Achievement Challenge Tests (PACT)-Mathematics

Year	Grade	# Tested	% Below Basic	% Basic	% Proficient	% Advanced
2007	3	73	34.80	47.80	15.90	1.40
	4	55	44.20	42.30	9.60	3.80
	5	57	36.80	49.10	8.80	5.30
2006	3	67	37.30	53.70	9.00	0.00
	4	80	40.00	40.00	11.30	8.80
	5	77	27.60	48.70	15.80	7.90
2005	3	82	34.60	59.30	6.20	0.00
	4	90	42.20	38.90	15.60	3.30
	5	82	40.50	44.30	12.70	2.50

Palmetto Achievement Challenge Tests (PACT)-Social Studies

Year	Grade	# Tested	% Below Basic	% Basic	% Proficient	% Advanced
2007	3	39	44.10	41.20	14.70	0.00
	4	55	60.00	30.00	6.00	4.00
	5	30	71.40	25.00	3.60	0.00
2006	3	67	37.30	55.20	6.00	1.50
	4	80	46.30	38.80	12.50	2.50
	5	77	55.80	28.60	11.70	3.90
2005	3	82	37.00	56.80	4.90	1.20
	4	90	36.70	45.60	14.40	3.30
	5	82	54.40	38.00	7.60	0.00

Palmetto Achievement Challenge Tests (PACT)-Science

Year	Grade	# Tested	% Below Basic	% Basic	% Proficient	% Advanced
2007	3	38	83.90	16.10	0.00	0.00
	4	55	80.00	14.00	6.00	0.00
	5	29	66.70	18.50	11.10	3.70
2006	3	67	64.20	35.80	0.00	0.00
	4	80	65.00	22.50	11.30	1.30
	5	77	67.50	18.20	10.40	3.90
2005	3	82	72.80	23.50	3.70	0.00
	4	90	66.70	26.70	5.60	1.10
	5	82	72.20	22.80	5.10	0.00

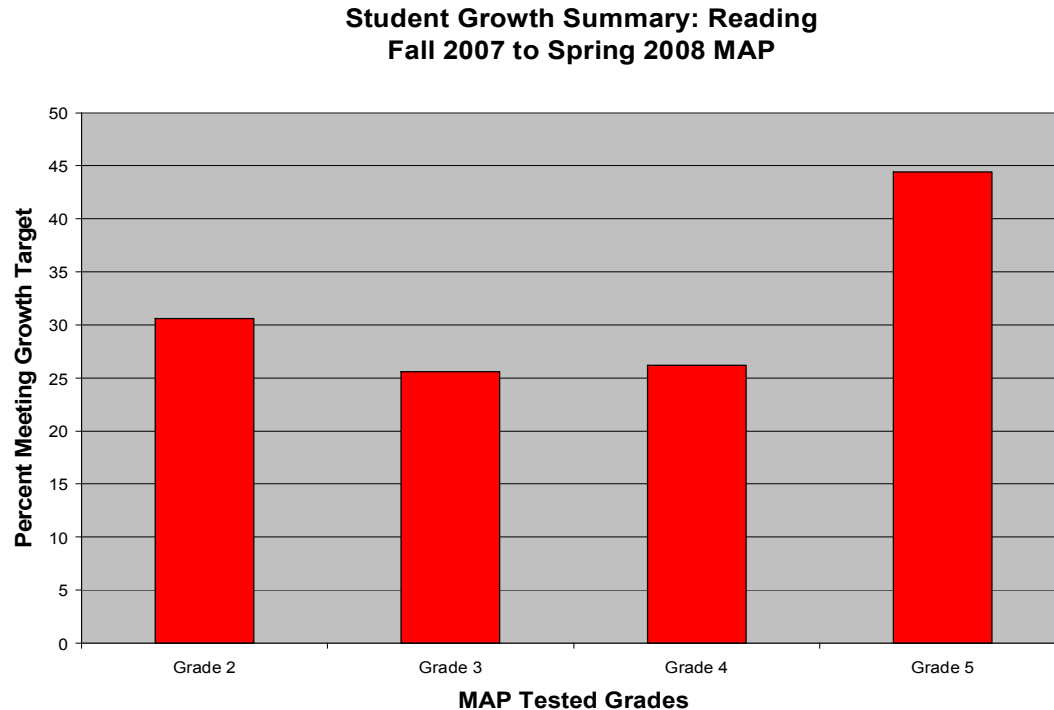
Explanation of PACT Data

Student population has fluctuated in size from year to year and test results do not reveal a particular pattern when studying a same class comparison. These test results do indicate that the percentage of third grade students scoring Proficient and Advanced increased between the 2005 and 2007 assessments in English / Language Arts, Mathematics, and Social Studies. More than 50% of students tested in third and fourth grades scored Basic and Above for the past three years in English / Language Arts. More than 50% of the students tested in grades three, four, and five scored Basic & Above on the Mathematics assessment. More than 50% of the third grade students scored in the

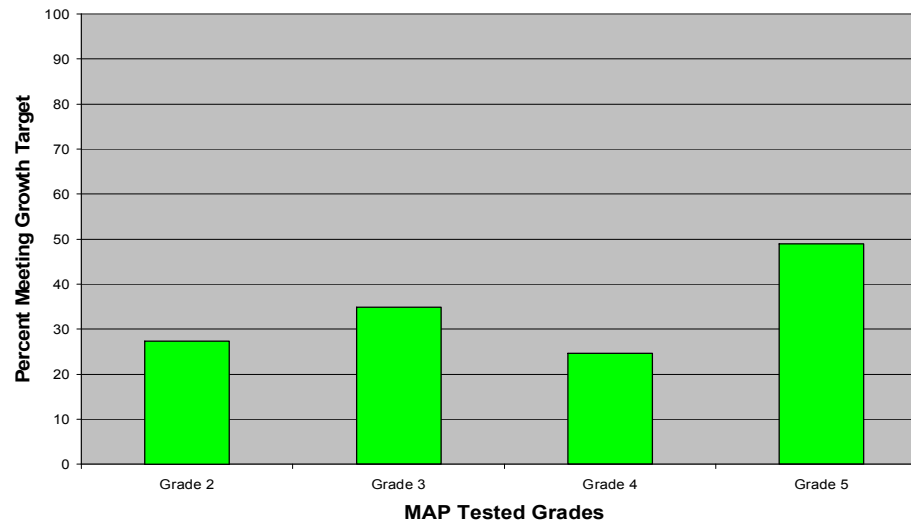
Basic and Above categories for Social Studies all three years. Students in grades three, four, and five have experienced significant difficulties with the Science assessment all three years, with more than 60% scoring in the Below Basic category.

Additional Data Pertinent to our School

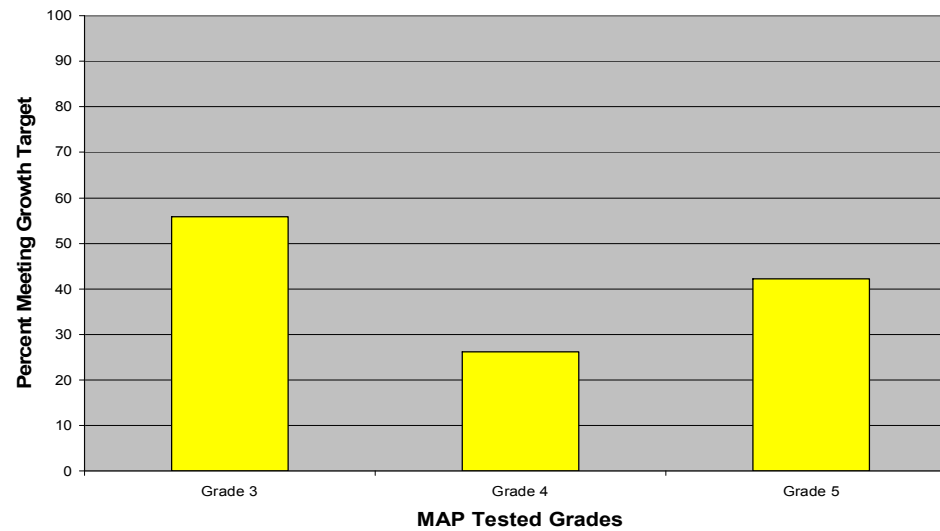
Three out of four Focused Student Achievement Goals are being measured by MAP. Therefore, last year's MAP results of student growth is pertinent to our plan for school improvement.



**Student Growth Summary: Mathematics
Fall 2007 to Spring 2008 MAP**



**Student Growth Summary: General Science
Fall 2007 to Spring 2008**



Explanation of MAP Data

Less than 50% of students tested in grades two-five met their growth target goal for reading and mathematics. Less than 50% met their goal for general science in grades four and five. Even students who met their target goal may not be working on grade level; however, they are making gains.

Summary of Process

The principal, Mrs. Dunlap, and Tiffany Taylor, Guidance Counselor and School Leadership Team member (SLT), attended a workshop in Columbia, South Carolina on January 24, 2008 regarding the External Review Team (ERT) process. At this meeting, Mrs. Dunlap and Ms. Taylor met with Dr. Mildred Rowland and Mrs. Linda Blackwell, ERT members assigned to CPESI. During this meeting, focus goals, strategies, and indicators were discussed, along with principal and district goals. Dates were set for their visits to our school: January 31, February 6, February 11, and February 14.

The SLT met on January 28 to review the ERT process: data needed, dates of ERT visits, agendas for each visit, training manual, and focused school renewal planning. Focused goals were discussed for student achievement and the principal's goals. Team members indicated a need for a goal in each of the four core subject areas: English/Language Arts, Mathematics, Science, and Social Studies. A schedule was developed for SLT members to meet with ERT members on January 31 to discuss goals / initiatives for the 2008-2009 school year.

Grade level team meetings were held with 3rd, 4th, and 5th grade teachers on January 28, 29, and 30, respectively. The purpose of these meetings was to discuss focus goals and to determine additional strategies needed to implement this school year in order to increase student achievement on the Palmetto Achievement Challenge Tests (PACT).

On January 31, we received our first ERT visit from Dr. Mildred Rowland and Mrs. Linda Blackwell. They were instrumental in assisting and collaborating with us in our planning. On Day 1, we reviewed the ERT process, roles, and responsibilities. We had lengthy conversations about data. We identified trends, strategies utilized, and discussed professional development needs. A tentative agenda had been established by the principal to include meetings with SLT members. Teachers from each grade level, along with the Media Specialist, Special Education teacher, Science Coach, Guidance Counselor, and Music Teacher visited with ERT members throughout the day. That afternoon, a faculty meeting was called to discuss information about the ERT process and focus goals with all school staff members. Dr. Rowland and Mrs. Blackwell remained to talk with our staff about their role during this process and to explain that we want to do more than the expected progress of .3 by 2010. After the faculty meeting, the SLT met for further conversations about our data and strategies to improve student achievement. The SLT team decided we needed to meet in faculty groups to determine percentages of student achievement needed to reach goals. Faculty would also be asked to write strategies for each goal. SLT members would go back to their teams and meet on February 1 to identify strategies for each goal.

Grade-level teams shared these strategies with the Principal and Assistant Principal on February 4. The SLT reviewed the goals and strategies on February 5, and then met with the entire school staff that afternoon to refine and polish these goals and strategies.

The second visit of the ERT members was conducted on February 6. The agenda for Day 2 included determining goals, strategies, indicators, funding, and persons responsible for implementing strategies and securing the documentation. Eight SLT members met after the visit and worked together to continue refining the goals, strategies, and indicators. Members of the SLT worked on February 7 and 8, continuing to revise the school plan, and even after school.

On February 11, we received our third ERT visit. Focused goals were reviewed and additional strategies and indicators were added. The goals for the principal were refined. The rationale was completed. We began working on the timeline and the program / initiatives component. SLT members met after school and continued to refine the plan.

Various members of the SLT continued to work on refining strategies and indicators, charts and graphs, rationale, and summary February 12 and 13.

The fourth and final visit from the ERT members was held on February 14. Dr. Nancy Coleman, Executive Director of Instruction, and Tammy Taylor, Director of Elementary Education, from the Chester County School District, attended the meeting to share district goals to support student achievement and the principal's goals. School personnel attending the meeting included Thomasina Lee, Science Coach, Mattie Morris-Hughes, Assistant Principal, and Dena Dunlap, Principal.

Narrative of Selection of Goals

Chester Park Elementary School of Inquiry faculty and staff are committed to providing the best education possible for our students. Based on the analysis of assessment data over the past three years, our students do not appear to be making continuous progress. When deciding on our goals for student achievement, our faculty and staff took the following into consideration: student demographics, parental involvement, current initiatives / programs, district and school strategic plans, school mission, and the past three years of assessment data. Four goals have been established for student achievement in the core subject areas of reading, mathematics, science, and social studies. We believe that these goals, strategies, and indicators are attainable for our student population.

Focused Goal 1: At the beginning of the school year, teachers were provided an in-service on the district's new curriculum documents for English/language arts to ensure that all state standards are being taught. Teachers use this document as a guide for their instructional planning. They also administer the Dominie Reading and Writing Assessment at the beginning of each school year to assess reading and writing skills. Based on these results, guided reading groups are formed for students at all reading levels. In addition, activities or "assignments" are scheduled for students in the Odyssey Lab weekly according to their academic needs. In the Fall, Winter, and Spring, students are assessed by MAP (Measures of Academic Progress) in the computer lab in the area of reading, mathematics, and science. Academic growth for reading will be measured from the Fall 2008 testing to the Spring 2009 testing. According to the Absolute Value Calculator, 30% of students tested in grades 3, 4, and 5 need to show an increase of at least one performance level (PACT/MAP Correlation) in reading in order to make the necessary gains for meeting expected progress.

Focused Goal 2: At the beginning of the school year, teachers were provided an in-service on the district's new curriculum documents for mathematics to ensure that all state standards are being taught. Teachers use this document, along with the pacing guide in the Everyday

Mathematics curriculum, to develop instructional plans. In addition, activities or "assignments" are scheduled for students in the Odyssey Lab each week according to their academic needs. In the Fall, Winter, and Spring, students are assessed by MAP (Measures of Academic Progress) in the computer lab in the area of mathematics, reading, and science. Academic growth for mathematics will be measured from the Fall 2008 testing to the Spring 2009 testing. According to the Absolute Value Calculator, 30% of students tested in grades 3, 4, and 5 need to show an increase of at least one performance level (PACT/MAP Correlation) in mathematics in order to make the necessary gains for meeting expected progress.

Focused Goal 3: At the beginning of the school year, teachers were provided an in-service on the district's new curriculum documents for science to ensure that all state standards are taught. Teachers work closely with the Science Coach and plan instructional lessons utilizing kit-based instruction, with supplemental use of the science text and United Streaming videos. In addition, activities or "assignments" are scheduled for students in the Odyssey Lab each week according to their academic needs. In the Fall, Winter, and Spring, students are assessed by MAP (Measures of Academic Progress) in the computer lab in the area of science, reading, and mathematics. Academic growth will be measured in science from the Fall 2008 testing to the Spring 2009 testing. According to the Absolute Value Calculator, 20% of students tested in grades 3, 4, and 5 need to show an increase of at least one performance level (PACT/MAP Correlation) in science in order to make the necessary gains for meeting expected progress.

Focused Goal 4: At the beginning of the school year, teachers were provided an in-service on the district's new curriculum documents for social studies to ensure that all state standards are being taught. District benchmark tests were developed and will be used this school year. Teachers will use this document, along with the basal text to plan instructional lessons. After each nine week grading period, students will be administered a benchmark test (cumulative) based on the standards covered for that nine week period from the district curriculum documents. These results will be used to improve instruction as well as for remediation. Academic growth will be based on the results of the end of the third nine weeks (cumulative) benchmark test. 2008 PACT results indicate that over 60% of the students in grades 4 and 5 scored Below Basic in social studies. According to the Absolute Value Calculator, 16.5% of the students in grades 3-5 need to show an increase of at least one performance level on PACT to meet expected progress. The SLT has projected that students tested in grades 3, 4, and 5 will score 70% or higher on the third nine weeks benchmark test, aligned to state standards, to demonstrate mastery of social studies content standards.

Instructional Leadership Goal 1: In order to ensure that teachers are using assessment results to guide instruction in reading, the principal will: require Instructional Coaches to meet with grade level teams (grades 3-5) weekly to analyze assessment results and make adjustments in the planning and delivery of instruction; provide professional development opportunities; conduct weekly classroom observations and provide written and/or oral feedback; review lesson plans weekly and provide written feedback; and meet at least monthly with the Leadership / Data Analysis Team to discuss assessments and flexible student groups. Thirty-percent of the students tested in grades 3, 4, and 5 on MAP need to show an increase of at least one RIT Band level in reading in order to make the necessary gains for Annual Yearly Progress.

Instructional Leadership Goal 2: In order to ensure that teachers are using assessment results to guide instruction in mathematics, the principal will: require Instructional Coaches to meet with grade level teams (grades 3-5) weekly to analyze assessment results and make adjustments in the planning and delivery of instruction; provide professional development opportunities; conduct weekly classroom observations and provide written and/or oral feedback; review lesson plans weekly and provide written feedback; and meet at least monthly with the Leadership / Data Analysis Team to discuss assessments and flexible student groups. Thirty-percent of the students tested in grades 3, 4, and 5 on MAP need to show an increase of at least one RIT Band level in mathematics in order to make the needed gains for Annual Yearly Progress.

Focused District Instructional Leadership Goal 1: The overarching goal of the Chester County School District is to support Chester Park Elementary School of Inquiry's actualization of their Focused School Renewal Plan. The Office of Instruction will directly support Chester Park Elementary School of Inquiry by providing a variety of staff developments to teachers on analyzing data to determine student needs, differentiating instruction, and using engaging instructional strategies to instruct students. District Instructional Personnel will participate in developing a culture of collaboration within the school by conducting classroom observations, participating in planning meetings with school administrators and school level instructional staff to develop and analyze assessments as well as ensuring appropriate instructional strategies are being used in classrooms. Our goal is for thirty-percent of the students tested in grades 3, 4, and 5 on MAP will show an increase of at least one RIT Band level in reading, mathematics, and science.

Focused District Instructional Leadership Goal 2: The overarching goal of the Chester County School District is to support Chester Park Elementary School of Inquiry's actualization of their Focused School Renewal Plan. The Office of Instruction will directly support Chester Park Elementary School of Inquiry School by organizing Professional Development opportunities from Northwest Evaluation Association, in particular the Knowledge Academy. Other professional development opportunities will include student engagement, differentiated instruction, and a variety of technology sessions. The District Instructional Staff will work with school administrators and Instructional Coaches to ensure appropriate classroom practices are being followed after classroom observations and discussions with school administrators. Our goal is for students tested in grades 3, 4, and 5 to score 70% or higher on the third nine weeks cumulative benchmark test, to demonstrate mastery of social studies content standards.

Disclaimer

- Due to district-wide budget cuts, we were unable to receive funding to purchase the Reading Counts software program.
- Benchmark tests for reading / writing, mathematics, and science have not been finalized for our district at this time. However, we do have the district benchmarks for social studies. Therefore, achievement will be assessed using MAP for reading, mathematics, and science. District benchmarks will be used to assess student achievement in social studies.
- The Pre-K program was moved to a traditional calendar schedule at another school in our district.

School Timeline

2008–09

Develop a yearly timeline (July 2008 – May 2009) by month that includes the following information:

- **All information that is pertinent to the implementation of the FSRP**
- **Testing (MAP, Benchmark, etc.)**
- **Disaggregation and ongoing utilization of data to guide instruction**
- **Professional development that needs to be scheduled**
- **Implementation/monitoring of specific strategies**

July, 2008

- Open House for parents, students, community service agencies, and business partners
- Professional Development:
 - Promethean Board Training- 2 days
 - District's new curriculum documents- Instructional Coach
 - Topic: Raising student achievement among African American males- Mychal Wynn
 - Science kit training for teachers new to teaching science- Science Coach
 - Everyday Mathematics curriculum- Kara Johnson
 - Differentiation Strategies- Tammy Snipes & Dewana Neely
- Instructional Coach meets with Intervention Teachers to establish student groups

August, 2008

- Administrators and Instructional Coaches begin checking lesson plans weekly and providing oral and written feedback
- Classroom observations by administrators and Instructional Coaches
- Establish bi-weekly grade-level (grades 3-5) meeting days/times with the Instructional Coaches- discuss standards, strategies, discipline, resources, assessments, using Measures of Academic Progress (MAP) data and Odyssey reports to improve instruction, etc.
- Establish monthly team (grades K-5, special education, and related arts) meetings with administrators, Instructional Coaches, and Intervention Teachers
- Dominie Testing
- Begin small group intervention in grades 1-5
- School Leadership / Data Analysis Team meeting- analysis of assessments: Spring 2008 Palmetto Achievement Challenge Tests (PACT), Spring 2008 MAP, Dominie; focus of instruction for 2008-2009 school year; and update on the External Review Team (ERT) Plan

- Election of School Improvement Council (SIC) vacancies
- SIC meeting- Title I Planning, parent involvement
- Annual Title I Parent Meeting
- Review of PACT data by administrators and Instructional Coaches
- District's monthly meeting with Instructional Coaches
- Establish student groups for before and after school comprehensive remediation and academic assistance (tutorial programs)
- Establish schedule for classes for MAP testing window
- Professional Development:
 - Dominie training for teachers new to teaching reading
 - Summative ADEPT Formal Evaluation of Classroom-Based Teachers (SAFE-T) upgrade training for ADEPT evaluators
 - Revised Bloom's Taxonomy
 - Special Education Awareness and Student Population at CPESI- by Special Education Teachers and Assistants at CPESI
 - District Curriculum Documents

September, 2008

- Continue checking lessons plans, providing oral and written feedback, and conducting classroom observations to ensure standards-based instruction is being implemented
- Bi-weekly grade-level team (grades 3-5) meetings with the Instructional Coaches- discuss standards, strategies, discipline, resources, assessments, using MAP data and Odyssey reports to improve instruction
- Monthly team (grades K-5, special education, and related arts) meetings with administrators, Instructional Coaches, and Intervention Teachers
- School Leadership / Data Analysis Team monthly meeting- discuss grade level concerns / suggestions, assessments and data-driven instruction, curriculum documents, Title I, ERT Plan, upcoming events
- SIC meeting- parent involvement
- District's monthly meeting with Instructional Coaches
- Professional Development:
 - Goal's Based Evaluation- Revised (GBE-R) process and goal setting
 - MAP Testing and Northwest Evaluation Association (NWEA) Reports
 - Revised Bloom's Taxonomy
 - Balanced Literacy- teachers new to the teaching of reading
 - Begin Book Study: "Empowering African American Males" by Mychal Wynn
 - Science kit training for teachers new to the teaching of science- conducted by the Science Coach

Everyday Mathematics curriculum follow-up: Kara Johnson with fourth and fifth grade teachers

Odyssey training and reports

MAPTrakker- Train the Trainer workshop

- Parenting Plug-Ins: series of parent workshops conducted by Parent Educators, Tami Talbert & Vernon Sigmon (Sept. 4, 11, 18, 25)
- Fall MAP Testing- grades 2-5 reading, mathematics, and science (science for grades 3-5 only)
- Determine instructional strategies / changes based on MAP results- grade level teams, administrators, Instructional Coaches, Intervention Teachers, Tutorial Teachers
- Begin tutorial programs before and after school for students in grades K-5
- Fall Intersession (Sept. 22-25)- classes provided for remediation and enrichment

October, 2008

- Continue checking lessons plans, providing oral and written feedback, and conducting classroom observations to ensure standards-based instruction is being implemented
- Bi-weekly grade-level team (grades 3-5) meetings with the Instructional Coaches - discuss standards, strategies, discipline, resources, assessments, social studies benchmark testing, etc.
- Monthly team (grades K-5, special education, and related arts) meeting with administrators, Instructional Coaches, and Intervention Teachers
- Monthly meeting with district office instructional staff, school administrators, and Instructional Coaches to discuss classroom observations and plan additional professional development activities, if needed
- School Leadership / Data Analysis Team monthly meeting- discuss grade level concerns / suggestions, assessments and data-driven instruction, curriculum documents, Title I, ERT Plan, upcoming events
- SIC meeting- review school data- surveys, assessment, demographics, budget
- District's monthly meeting with Instructional Coaches
- Professional Development:
 - Revised Bloom's Taxonomy
 - Book Study: "Empowering African American Males" by Mychal Wynn
 - District Curriculum Documents
 - Consortium Staff Development
 - Analysis of Fall MAP assessment
 - Promethean Boards- ongoing
 - MAPTrakker- Training Team trains staff
- Parenting Plug-Ins: series of parent workshops conducted by Parent Educators, Tami Talbert & Vernon Sigmon (Oct. 2, 9, 16)
- Benchmark Testing for end of first nine weeks: grades 1-5 social studies

- Determine instructional strategies / changes based on benchmark results- grade level teams, administrators, Instructional Coaches, Intervention Teachers, Tutorial Teachers

November, 2008

- Continue checking lessons plans, providing oral and written feedback, and conducting classroom observations to ensure standards-based instruction is being implemented
- Bi-weekly grade-level team (grades 3-5) meetings with the Instructional Coaches - discuss standards, strategies, discipline, resources, assessments, etc.
- Monthly team (grades K-5, special education, and related arts) meeting with administrators, Instructional Coaches, and Intervention Teachers
- Monthly meeting with district office instructional staff, school administrators, and Instructional Coaches to discuss classroom observations and plan additional professional development activities, if needed
- School Leadership / Data Analysis Team monthly meeting- discuss grade level concerns / suggestions, assessments and data-driven instruction, curriculum documents, Title I, ERT Plan, upcoming events
- SIC meeting- Annual School Report Card and letter to parents
- District's monthly meeting with Instructional Coaches
- Professional Development:
 - Revised Bloom's Taxonomy
 - Everyday Mathematics curriculum follow-up: Kara Johnson with first and third grade teachers
 - Book Study: "Empowering African American Males" by Mychal Wynn

December, 2008

- Continue checking lessons plans, providing oral and written feedback, and conducting classroom observations to ensure standards-based instruction is being implemented
- Bi-weekly grade-level team (grades 3-5) meetings with the Instructional Coaches - discuss standards, strategies, discipline, resources, assessments, etc.
- Monthly team (grades K-5, special education, and related arts) meeting with administrators, Instructional Coaches, and Intervention Teachers
- Monthly meeting with district office instructional staff, school administrators, and Instructional Coaches to discuss classroom observations and plan additional professional development activities, if needed
- School Leadership / Data Analysis Team monthly meeting- discuss grade level concerns / suggestions, assessments and data-driven instruction, curriculum documents, Title I, ERT Plan, upcoming events
- SIC meeting- review data from Annual School Report Card and how it relates to school plan for improvement
- District's monthly meeting with Instructional Coaches

- Professional Development:
Revised Bloom's Taxonomy
Differentiation Strategies- ongoing

January, 2009

- Continue checking lessons plans, providing oral and written feedback, and conducting classroom observations to ensure standards-based instruction is being implemented
- Bi-weekly grade-level team (grades 3-5) meetings with the Instructional Coaches - discuss standards, strategies, discipline, resources, assessments, etc.
- Monthly team (grades K-5, special education, and related arts) meeting with administrators, Instructional Coaches, and Intervention Teachers
- Monthly meeting with district office instructional staff, school administrators, and Instructional Coaches to discuss classroom observations and plan additional professional development activities, if needed
- School Leadership / Data Analysis Team monthly meeting- discuss grade level concerns / suggestions, assessments and data-driven instruction, curriculum documents, Title I, ERT Plan, upcoming events
- SIC meeting- Identify members to work with principal to draft Annual Report to Parents
- District's monthly meeting with Instructional Coaches
- Professional Development:
Revised Bloom's Taxonomy
District Curriculum Documents
Everyday Mathematics curriculum follow-up: Kara Johnson with kindergarten and second grade teachers
Book Study: "Empowering African American Males" by Mychal Wynn
Science kit training for teachers new to teaching science- Science Coach
MAPTrakker follow-up
- Benchmark Testing for end of second nine weeks / first semester: grades 1-5 social studies
- Winter MAP testing- grades 2-5 reading, mathematics, and science (science for grades 3-5 only)
- Determine instructional strategies / changes based on MAP results and benchmark testing- grade level teams, administrators, Instructional Coaches, Intervention Teachers, Tutorial Teachers

February, 2009

- Continue checking lessons plans, providing oral and written feedback, and conducting classroom observations to ensure standards-based instruction is being implemented
- Bi-weekly grade-level team (grades 3-5) meetings with the Instructional Coaches - discuss standards, strategies, discipline, resources, assessments, etc.

- Monthly team (grades K-5, special education, and related arts) meeting with administrators, Instructional Coaches, and Intervention Teachers
- Monthly meeting with district office instructional staff, school administrators, and Instructional Coaches to discuss classroom observations and plan additional professional development activities, if needed
- School Leadership / Data Analysis Team monthly meeting- discuss grade level concerns / suggestions, assessments and data-driven instruction, curriculum documents, Title I, ERT Plan, upcoming events
- SIC meeting- review draft of Annual Report to Parents, revise
- District's monthly meeting with Instructional Coaches
- Professional Development:
 - Revised Bloom's Taxonomy
 - District Curriculum Documents
 - Book Study: "Empowering African American Males" by Mychal Wynn
 - Analysis of Winter MAP assessment

March, 2009

- Continue checking lessons plans, providing oral and written feedback, and conducting classroom observations to ensure standards-based instruction is being implemented
- Bi-weekly grade-level team (grades 3-5) meetings with the Instructional Coaches - discuss standards, strategies, discipline, resources, assessments, etc.
- Monthly team (grades K-5, special education, and related arts) meeting with administrators, Instructional Coaches, and Intervention Teachers
- Monthly meeting with district office instructional staff, school administrators, and Instructional Coaches to discuss classroom observations and plan additional professional development activities, if needed
- School Leadership / Data Analysis Team monthly meeting- discuss grade level concerns / suggestions, assessments and data-driven instruction, curriculum documents, Title I, determine if Focused School Renewal Plan (FSRP) Goals have been met, upcoming events
- SIC meeting- finalize Annual Report to Parents and identify members to work with principal to draft Report Card narrative
- Spring MAP testing- grades 2-5 reading, mathematics, and science (science for grades 3-5 only)
- District's monthly meeting with Instructional Coaches
- Professional Development:
 - Revised Bloom's Taxonomy
 - District Curriculum Documents
 - Book Study: "Empowering African American Males" by Mychal Wynn
 - Analysis of Spring MAP assessment
 - Promethean Boards- ongoing

- Benchmark Testing for end of third nine weeks: grades 1-5 social studies
- Determine instructional strategies / changes based on MAP results and benchmark testing- grade level teams, administrators, Instructional Coaches, Intervention Teachers, Tutorial Teachers

April, 2009

- Continue checking lessons plans, providing oral and written feedback, and conducting classroom observations to ensure standards-based instruction is being implemented
- Bi-weekly grade-level team (grades 3-5) meetings with the Instructional Coaches - discuss standards, strategies, discipline, resources, assessments, etc.
- Monthly team (grades K-5, special education, and related arts) meeting with administrators, Instructional Coaches, and Intervention Teachers
- Monthly meeting with district office instructional staff, school administrators, and Instructional Coaches to discuss classroom observations and plan additional professional development activities, if needed
- School Leadership / Data Analysis Team monthly meeting- discuss grade level concerns / suggestions, assessments and data-driven instruction, curriculum documents, Title I, ERT Plan, upcoming events
- SIC meeting- review draft of Report Card narrative, revise
- District's monthly meeting with Instructional Coaches
- Professional Development:
 - District Curriculum Documents
 - State Assessment Training for Teachers: Palmetto Assessment of State Standards (PASS)

May, 2009

- Continue checking lessons plans, providing oral and written feedback, and conducting classroom observations to ensure standards-based instruction is being implemented
- Bi-weekly grade-level team (grades 3-5) meetings with the Instructional Coaches - discuss standards, strategies, discipline, resources, assessments, etc.
- Monthly team (grades K-5, special education, and related arts) meeting with administrators, Instructional Coaches, and Intervention Teachers
- Monthly meeting with district office instructional staff, school administrators, and Instructional Coaches to discuss classroom observations and plan additional professional development activities, if needed
- School Leadership / Data Analysis Team monthly meeting- discuss grade level concerns / suggestions, assessments and data-driven instruction, curriculum documents, Title I, ERT Plan, upcoming events
- SIC meeting- finalize, with the principal, the narrative for the Annual School Report Card
- District's monthly meeting with Instructional Coaches

- Professional Development:
 - District Curriculum Documents
- Benchmark Testing for end of fourth nine weeks / second semester: grades 1-5 social studies
- State Assessment (PASS) for students in grades 3-5
- Determine instructional strategies / changes based on benchmark testing- grade level teams, administrators, Instructional Coaches, Intervention Teachers, Tutorial Teachers

FOCUSED SCHOOL RENEWAL PLAN
2008–09 School Year of Implementation
Student Achievement Focused Goal

Focused Student Achievement Goal 1: By April 1, 2009, 30% of the students tested in grades 3, 4 and 5 will demonstrate an increase of at least one RIT Band level in the area of Reading from the Fall 2008 Reading MAP assessment to the Spring 2009 Reading MAP assessment (MAP / PACT correlation: Below Basic I to Below Basic II; Below Basic II to Basic; Basic to Proficient; Proficient to Advanced).

(The desired result is student achievement. The goals must be academic goals related to the school report card.)

Strategy List the processes/activities to fully implement the goal that will have a high probability of improving student achievement.	Person(s) Responsible (Position/Name)	Start Date of Strategy	Indicator(s) of Implementation <i>Explain how each indicator will be used to support the achievement of the goal, followed by the name of the person responsible for the documentation.</i>
Before and after school tutoring programs will be implemented for students whose assessment results (MAP, PACT) have indicated they were below basic in the area of English/language arts.	Principal, Dena Dunlap; Tutorial Teachers	September 2008	Students will benefit from an extended day of learning in small groups where the teacher can focus on meeting the individual needs of each learner. Pre and post testing will be conducted, lesson plans checked weekly, and attendance of students taken daily. Bi-weekly classroom observations will be conducted by administrators using the district approved Walk Through Observation form. Copies of all documentation will be kept on file by the principal.
Provide instructional intervention to students whose assessment results (MAP, PACT) have indicated they are within 7 points of scoring in the next RIT Band level of MAP as correlated to PACT performance levels.	Intervention Teachers, Lelar Douglas and Sharon Peterson	August 2008	The purpose of intervention is to work with students in flexible groups who can be moved quickly to the next level of higher performance. Documentation will include intervention class rosters, pre- and post testing results, and the date and names of students testing out of the intervention group. This information will be shared with the Instructional Coach at their monthly meetings. The Instructional Coach will keep a file of all agendas, with notes from the meetings. Online calendar entries will also

			serve as documentation of meetings.
Teachers will use technology applications (Odyssey Lab software, Leapfrogs, CDs, Educational Streamline Videos, Promethean Boards, COWs, etc.) to support instruction in reading.	Administrators, Dena Dunlap and Mattie Morris- Hughes; Instructional Coach, Teresa Edwards; Classroom Teachers	August 2008	The use of technology will increase students' interest in reading. Weekly classroom observations using the district approved Observation Feedback form for CPESI and weekly lesson plan checks using the Lesson Plan Feedback form will be conducted by administrators and the Instructional Coach. Copies of written feedback from observations and lesson plan checks will be provided and kept on file in the principal's office.
Provide staff development opportunities to improve instructional strategies and utilize best practices in order to enhance student learning in the area of reading: <ul style="list-style-type: none"> Revised Bloom's Taxonomy Dominie Training Balanced Literacy & Reading Strategies MAP and NWEA Reports MAPTrakker Promethean Boards Odyssey Lab Training & Reports District curriculum documents Understanding the needs of African American children Differentiation Strategies Meeting the needs of special education students 	Principal, Dena Dunlap	July 2008	Professional Development activities should impact the delivery of classroom instruction. The principal will maintain documentation through the use of agendas, sign-in logs, weekly lesson plan checks using the Lesson Plan Feedback form, weekly classroom observations using the district approved Observation Feedback form, and online calendar entries.
The Instructional Coach and classroom teachers (grades 3-5) will analyze assessments (PACT, MAP, text-based) and identify instructional strategies and best practices to ensure achievement in reading.	Instructional Coach, Teresa Edwards; Classroom Teachers	August 2008	Monthly meetings will be held and will focus on identifying areas of weakness and appropriate remediation. Weekly classroom observations will be conducted using the district approved Observation Feedback form, and lesson plans checked weekly, using the Lesson Plan Feedback form. Documentation of feedback provided to teachers will be kept on file by the principal.

			Agendas, minutes, and handouts from meetings will be turned in to the principal. The use of online calendar entries for monthly meetings will also serve as documentation.
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FOCUSED SCHOOL RENEWAL PLAN
2008–09 School Year of Implementation
Student Achievement Focused Goal

Focused Student Achievement Goal 2: By April 1, 2009, 30% of the students tested in grades 3, 4 and 5 will demonstrate an increase of at least one RIT Band level in the area of Mathematics from the Fall 2008 Mathematics MAP assessment to the Spring 2009 Mathematics MAP assessment (MAP / PACT correlation: Below Basic I to Below Basic II; Below Basic II to Basic; Basic to Proficient; Proficient to Advanced).

(The desired result is student achievement. The goals must be academic goals related to the school report card.)

Strategy List the processes/activities to fully implement the goal that will have a high probability of improving student achievement.	Person(s) Responsible (Position/Name)	Start Date of Strategy	Indicator(s) of Implementation <i>Explain how each indicator will be used to support the achievement of the goal, followed by the name of the person responsible for the documentation.</i>
Before and after school tutoring programs will be implemented for students whose assessment results (MAP, PACT) have indicated they were below basic in the area of mathematics.	Principal, Dena Dunlap; Tutorial Teachers	September 2008	Students will benefit from an extended day of learning in small groups where the teacher can focus on meeting the individual needs of each learner. Pre and post testing will be conducted, lesson plans checked weekly, classroom observations made weekly by administrators using the district approved Walk Through Observation form and attendance of students taken daily. Copies of all documentation will be kept on file by the principal.
Provide instructional intervention to students whose assessment results (MAP, PACT) have indicated they are within 7 points of scoring in the next RIT Band level of MAP as correlated to PACT performance levels.	Intervention Teachers: Lelar Douglas and Sharon Peterson	August 2008	The purpose of intervention is to work with students in flexible groups who can be moved quickly to the next level of higher performance. Documentation will include intervention class rosters, pre- and post testing results, and the date and names of students testing out of the intervention group. This information will be shared with the Instructional Coach at their monthly meetings.

			The Instructional Coach will keep a file of all agendas, with notes from the meetings. Online calendar entries will also serve as documentation of meetings held each month.
Teachers will utilize technology (Odyssey Lab software, Lock It In! Electronic Math Challenge, Leapfrogs, Promethean Boards, etc.) to actively engage student learning in mathematics.	Administrators, Dena Dunlap and Mattie Morris-Hughes; Instructional Coach, Teresa Edwards; Classroom Teachers	August 2008	<p>The use of technology will increase students' interest in mathematics. Weekly classroom observations and weekly lesson plan checks will be conducted by administrators and the Instructional Coach.</p> <p>Copies of written feedback will be provided and kept on file in the principal's office.</p>
<p>Provide staff development opportunities to improve instructional strategies and utilize best practices in order to increase student learning in the area of mathematics:</p> <ul style="list-style-type: none"> ▪ Revised Bloom's Taxonomy ▪ Everyday Mathematics ▪ MAP & NWEA Reports ▪ MAPTrakker ▪ Promethean Boards ▪ Odyssey Lab Training & Reports ▪ District curriculum documents ▪ Understanding the needs of African American children ▪ Differentiation Strategies ▪ Meeting the needs of special education students 	Principal, Dena Dunlap	July 2008	<p>Professional Development activities should impact the delivery of classroom instruction.</p> <p>The principal will maintain documentation through the use of agendas, sign-in logs, weekly lesson plan checks, weekly classroom observations, and online calendar entries.</p>
The Instructional Coach and classroom teachers (grades 3-5) will analyze assessments (PACT, MAP, text-based) and identify instructional strategies and best practices to ensure achievement in mathematics.	Instructional Coach, Teresa Edwards; Classroom Teachers	August 2008	<p>Monthly meetings will be held and focus on identifying areas of weakness and appropriate remediation.</p> <p>Weekly classroom observations will be conducted and lesson plans will be checked weekly. Documentation of this feedback provided to teachers will be kept on file by the principal.</p>

			Agendas, minutes, and handouts from meetings will be turned in to the principal. Online calendar entries will also serve as documentation of meetings.
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FOCUSED SCHOOL RENEWAL PLAN
2008–09 School Year of Implementation
Student Achievement Focused Goal

Focused Student Achievement Goal 3: By April 1, 2009, 20% of the students tested in grades 3, 4 and 5 will demonstrate an increase of at least one RIT Band level in the area of Science from the Fall 2008 Science MAP assessment to the Spring 2009 Science MAP assessment (MAP / PACT correlation: Below Basic I to Below Basic II; Below Basic II to Basic; Basic to Proficient; Proficient to Advanced).

(The desired result is student achievement. The goals must be academic goals related to the school report card.)

Strategy List the processes/activities to fully implement the goal that will have a high probability of improving student achievement.	Person(s) Responsible (Position/Name)	Start Date of Strategy	Indicator(s) of Implementation <i>Explain how each indicator will be used to support the achievement of the goal, followed by the name of the person responsible for the documentation.</i>
The Science Coach will meet with classroom teachers bi-weekly (grades 3-5) to plan standards-based lessons and assessments that reflect the implementation of the district's new science curriculum document.	Science Coach, Thomasina Lee; Classroom Teachers	August 2008	<p>To ensure rigorous and relevant standards-based instruction and assessments are occurring in the classroom, the Instructional Coach will meet bi-weekly with classroom teachers.</p> <p>An agenda, minutes, sample lesson plan and assessment will be turned in after each meeting to the principal. Online calendar entries will also serve as documentation of meetings.</p>
The Science Coach will provide teachers with additional resources (consumable and non-consumable) to improve standards-based kit instruction.	Science Coach, Thomasina Lee	August 2008	<p>Additional resources are needed to bridge the gaps between science kit-based instruction and the state standards. The Science Coach will model lessons as needed and provide consumable / non-consumable items necessary to improve the quality of the science program.</p> <p>The Science Coach will meet bi-weekly with classroom teachers in grades 3-5 and obtain requests at that time. Copies of requests and items purchased will be kept on file by the Science Coach. Documentation will also include agendas of</p>

			meetings with notes.
The Science Coach and grade level teams (grades 3-5) will analyze assessments (PACT, MAP, text-based) and identify instructional strategies and best practices to ensure achievement in science.	Science Coach, Thomasina Lee; Administrators; Grade level teams (grades 3-5)	August 2008	<p>Monthly meetings will be held and focus on identifying areas of weakness and appropriate remediation.</p> <p>Weekly classroom observations will be conducted and lesson plans will be checked weekly. Documentation of written feedback provided to teachers will be kept on file by the principal.</p> <p>Agendas, minutes, and handouts from meetings will be turned in to the principal. Online calendar entries will also serve as documentation for meetings.</p>
Teachers will use technology (Webquests, Promethean Boards, Educational Streamline Videos, research in the Media Center, etc.) to actively engage student learning in science.	Classroom Teachers	August 2008	<p>The use of technology will engage students in activities that increase their interest in science. Weekly classroom observations and weekly lesson plan checks will be conducted by administrators and the Instructional Coach.</p> <p>Copies of written feedback will be provided to the principal.</p>
<p>Provide staff development opportunities to improve instructional strategies and utilize best practices in order to increase student learning in the area of science:</p> <ul style="list-style-type: none"> ▪ Revised Bloom's Taxonomy ▪ Science kit training ▪ Promethean Boards ▪ MAP and NWEA Reports ▪ MAPTrakker ▪ District curriculum documents ▪ Understanding the needs of African American children ▪ Differentiation Strategies ▪ Meeting the needs of special education students 	Principal, Dena Dunlap	July 2008	<p>Professional Development activities should impact the delivery of classroom instruction.</p> <p>The principal will maintain documentation through the use of agendas, sign-in logs, weekly lesson plan checks (Learning Cycle), weekly classroom observations and online calendar entries.</p>

FOCUSED SCHOOL RENEWAL PLAN
2008–09 School Year of Implementation
Student Achievement Focused Goal

Focused Student Achievement Goal 4: By April 1, 2009, 50% of the students tested in grades 3, 4 and 5 will achieve a score of 70% or higher on the Social Studies standards-based 3rd Nine Weeks Cumulative Benchmark assessment.

(The desired result is student achievement. The goals must be academic goals related to the school report card.)

Strategy List the processes/activities to fully implement the goal that will have a high probability of improving student achievement.	Person(s) Responsible (Position/Name)	Start Date of Strategy	Indicator(s) of Implementation <i>Explain how each indicator will be used to support the achievement of the goal, followed by the name of the person responsible for the documentation.</i>
The Instructional Coach will meet bi-weekly with grade level teams (grades 3-5) to plan standards-based lessons and assessments that reflect implementation of the district's new social studies curriculum document.	Instructional Coach, Teresa Edwards; Grade-level teams of teachers (3-5)	August 2008	<p>To ensure rigorous and relevant standards-based instruction and assessments are occurring in the classroom, the Instructional Coach will meet bi-weekly with classroom teachers.</p> <p>An agenda, minutes, sample lesson plan and assessment will be turned in to the principal after each meeting. Online calendar entries will also serve as documentation of meetings.</p>
The Instructional Coach will conduct model lessons for classroom teachers to demonstrate best practices in teaching.	Instructional Coach, Teresa Edwards	August 2008	<p>Model lessons will set a high level of expectations and rigor for teachers to employ in their classroom. The Instructional Coach will follow-up with teachers for discussion and reflection on lessons modeled and make adjustments to instruction as needed.</p> <p>Teacher observation notes and reflections will be kept on file by the Instructional Coach. Online calendar entries of model lessons conducted will also serve as documentation.</p>

<p>Provide staff development opportunities to improve instructional strategies and best practices in order to increase student learning in the area of social studies:</p> <ul style="list-style-type: none"> ▪ Revised Bloom's Taxonomy ▪ District curriculum documents ▪ Educational Streamline Videos ▪ Understanding the needs of African American children ▪ Differentiation Strategies ▪ Meeting the needs of special education students 	<p>Principal, Dena Dunlap</p>	<p>July 2008</p>	<p>Professional Development activities should impact the delivery of classroom instruction.</p> <p>The principal will maintain documentation through the use of agendas, sign-in logs, weekly lesson plan checks, weekly classroom observations and online calendar entries.</p>
<p>Provide supplemental social studies instructional materials for teachers to use in the classroom to ensure full coverage of state standards.</p>	<p>Classroom Teachers; Instructional Coach, Teresa Edwards</p>	<p>August 2008</p>	<p>The Instructional Coach will monitor the use of instructional materials checked out by teachers from the Curriculum Resource room.</p> <p>Mrs. Edwards will maintain a file of materials checked out and submit a quarterly report to the principal.</p>
<p>Benchmark tests will be administered quarterly and results analyzed to make instructional changes in the classroom to provide students with data-driven instruction.</p>	<p>Classroom Teachers; Instructional Coach, Teresa Edwards</p>	<p>August 2008</p>	<p>Quarterly benchmark tests will allow individual item analysis to guide reteaching of standards not mastered. The Instructional Coach and classroom teachers will analyze results to determine mastery of content standards tested.</p> <p>Quarterly benchmark tests will be filed in student portfolios. The analysis of quarterly benchmark test results will be kept on file by the Instructional Coach.</p>

FOCUSED SCHOOL RENEWAL PLAN
2008–09 School Year of Implementation

Principal's Instructional Leadership Focused Goal to Increase Student Achievement

Focused Principal's Instructional Leadership Goal 1: By April 1, 2009, the principal will ensure that teachers are using MAP assessment results to guide State standards based instruction as measured by 30% of the students in grades 3, 4, and 5 increasing one MAP Performance Level in Reading on the Fall 2008 to Spring 2009 MAP assessments.

(The desired result is a positive impact on student achievement that supports the FSRP and aligns with the principal's responsibilities stated in the ERT process.)

Strategy List the processes/activities to fully implement the goal that will have a high probability of improving student achievement.	Person(s) Responsible (Position/Name)	Start Date of Strategy	Indicator(s) of Implementation <i>Explain how each indicator will be used to support the achievement of the goal, followed by the name of the person responsible for the documentation.</i>
The principal will require and schedule grade level teams (grades 3, 4, and 5) to meet bi-weekly with Instructional Coaches to analyze assessment results (Dominie, MAP, PACT, Odyssey, NWEA, etc.) and make appropriate changes in the planning and delivery of instruction.	Principal, Dena Dunlap; Instructional Coach, Teresa Edwards	August 2008	The purpose of assessment is to guide instruction. The Instructional Coach will provide an agenda and notes from bi-weekly meetings to the principal. Online calendar entries will also serve as documentation of meetings. Documentation will be kept in a notebook in the principal's office.
Provide professional development for classroom teachers in the following areas: <ul style="list-style-type: none"> ▪ Revised Bloom's Taxonomy ▪ Understanding the needs of African American children ▪ Differentiation Strategies ▪ Everyday Mathematics ▪ Balanced Literacy & Reading Strategies ▪ Utilizing technology to enhance standards-based instruction (Promethean Boards, Odyssey software, NWEA Reports, MAPTrakker, etc.) ▪ MAP Assessment ▪ Dominie 	Principal, Dena Dunlap	July 2008	Professional Development activities should impact the delivery of classroom instruction. The principal will maintain documentation in a notebook through the use of agendas, sign-in logs, weekly lesson plan checks, weekly classroom observations and online calendar entries for planned professional development.

<ul style="list-style-type: none"> ▪ Inquiry-based learning ▪ District curriculum documents ▪ Meeting the needs of special education students 			
The principal will require and schedule the Leadership / Data Analysis Team to meet monthly (at a minimum) to analyze assessments and discuss student groups (guided reading, flexible, intervention, and before, during and after-school tutoring groups) for the purpose of ensuring students are being challenged by instruction that is guided by their assessment results.	Principal, Dena Dunlap; Leadership / Data Analysis Team	August 2008	<p>Student groups must be monitored closely to ensure that all students are being challenged.</p> <p>Grouping and placement of students will be documented by classroom teachers, intervention teachers, and tutoring teachers in their lesson plans and turned in to the principal each week.</p> <p>Additional documentation will be kept on file by the principal: agendas and notes from meetings, weekly lesson plans with feedback sheets and online calendar entries.</p>
The administration and Instructional Coach will conduct weekly classroom observations and provide oral and/or written feedback to teachers to ensure that the individual academic needs of students are being met (flexible grouping, differentiation strategies, etc.).	Principal, Dena Dunlap; Assistant Principal, Mattie Morris-Hughes; Instructional Coach, Teresa Edwards	August 2008	<p>To ensure that assessment results are driving instruction, weekly classroom observations will be conducted in grades 3-5 using the district approved Observation Feedback form. Written and/or oral feedback will be provided to the teachers.</p> <p>Copies of Observation Feedback forms will be kept in a notebook by grade level in the principal's office.</p>
The administration and Instructional Coach will review lesson plans each week and provide written feedback to teachers in the form of a checklist with comments.	Principal, Dena Dunlap; Assistant Principal, Mattie Morris-Hughes; Instructional Coach, Teresa Edwards	August 2008	<p>Lesson plan expectations are provided to teachers at the beginning of the school year: objectives, standards, instructional strategies, variation of assessment, the integration of technology, Revised Bloom's present, guided reading groups and strategies for these groups.</p> <p>Copies of weekly feedback sheets and lesson plans are kept on file in the principal's office.</p>

FOCUSED SCHOOL RENEWAL PLAN
2008–09 School Year of Implementation

Principal's Instructional Leadership Focused Goal to Increase Student Achievement

Focused Principal's Instructional Leadership Goal 2: By April 1, 2009, the principal will ensure that teachers are using MAP assessment results to guide State standards based instruction as measured by 30% of students in grades 3, 4, and 5 increasing one MAP Performance Level in Math on the Fall 2008 to Spring 2009 MAP assessments.

(The desired result is a positive impact on student achievement that supports the FSRP and aligns with the principal's responsibilities stated in the ERT process.)

Strategy List the processes/activities to fully implement the goal that will have a high probability of improving student achievement.	Person(s) Responsible (Position/Name)	Start Date of Strategy	Indicator(s) of Implementation <i>Explain how each indicator will be used to support the achievement of the goal, followed by the name of the person responsible for the documentation.</i>
The principal will require and schedule grade level teams (grades 3, 4, and 5) to meet bi-weekly with Instructional Coaches to analyze assessment results (MAP, PACT, Odyssey Reports, NWEA Reports, etc.) and make appropriate changes in the planning and delivery of instruction.	Dena Dunlap, Principal; Teresa Edwards, Instructional Coach	August 2008	The purpose of assessment is to guide instruction. Instructional Coaches will provide an agenda and minutes of each bi-weekly meeting to the principal. Online calendar entries will also serve as documentation of meetings. Documentation will be kept in a notebook in the principal's office.
Provide professional development for classroom teachers in the following areas: <ul style="list-style-type: none"> ▪ Revised Bloom's Taxonomy ▪ Understanding the needs of African American children ▪ Differentiation Strategies ▪ Utilizing technology to enhance standards-based instruction (Promethean Boards, Odyssey software, NWEA Reports, MAPTrakker, etc.) ▪ MAP Assessment ▪ Everyday Mathematics ▪ Inquiry-based learning 	Dena Dunlap, Principal	July 2008	Professional Development activities should impact the delivery of classroom instruction. The principal will maintain documentation in a notebook through the use of agendas, sign-in logs, weekly lesson plan checks, online calendar entries and weekly classroom observations.

<ul style="list-style-type: none"> ▪ District curriculum documents ▪ Special Education students 			
The principal will require and schedule the Leadership / Data Analysis Team to meet monthly (at a minimum) to analyze and discuss assessments and student groups (tutoring groups, intervention groups, etc.) for the purpose of ensuring students are being challenged by instruction that is guided by these assessment results.	Principal, Dena Dunlap; Leadership / Data Analysis Team	August 2008	<p>Student groups must be monitored closely to ensure that all students are being challenged.</p> <p>Grouping and placement of students will be documented by classroom teachers, intervention teachers, and tutoring teachers in their lesson plans and turned in to the principal each week.</p> <p>Additional documentation will be kept on file by the principal: agendas and notes from meetings, weekly lesson plans with feedback sheets and online calendar entries.</p>
The administration and Instructional Coach will conduct weekly classroom observations and provide oral and/or written feedback to teachers to ensure that the individual academic needs of students are being met (flexible grouping, differentiation strategies, etc.).	Principal, Dena Dunlap; Assistant Principal, Mattie Morris-Hughes; Instructional Coach, Teresa Edwards	August 2008	<p>To ensure that assessment results are driving instruction, weekly classroom observations will be conducted in grades 3-5. Written and/or oral feedback will be provided to teachers.</p> <p>Copies of Observation Feedback forms will be kept on file in the principal's office.</p>
The administration and Instructional Coach will review lesson plans each week and provide written feedback to teachers in the form of a checklist with comments.	Principal, Dena Dunlap; Assistant Principal, Mattie Morris-Hughes; Instructional Coach, Teresa Edwards	August 2008	<p>Lesson plan expectations are provided orally and in writing to teachers at the beginning of the school year: objectives stated, standards, instructional strategies, variation of assessment, integration of technology, Revised Bloom's present, Guided Reading groups and strategies for those groups.</p> <p>Copies of weekly feedback sheets and lesson plans are kept on file in the principal's office.</p>

FOCUSED SCHOOL RENEWAL PLAN
2008–09 School Year of Implementation

District Administrators' Instructional Leadership Focused Goal to Increase Student Achievement

Focused District Administrators' Instructional Leadership Goal 1: By April 1, 2009, the Chester County School District will assist teachers in utilizing data to improve instruction by providing a variety of professional development opportunities for teachers that will allow 30% of students in grades 3, 4, and 5 to realize an increase of one RIT band range on MAP assessments from the Fall 2008 administration to the Spring 2009 administration in Reading, Mathematics and Science.

(The desired result is a positive impact on student achievement that supports the school's FSRP and aligns with the district administrators' responsibilities stated in the ERT process.)

Strategy List the processes/activities to fully implement the goal that will have a high probability of improving student achievement.	Person(s) Responsible (Position/Name)	Start Date of Strategy	Indicator(s) of Implementation <i>Explain how each indicator will be used to support the achievement of the goal, followed by the name of the person responsible for the documentation.</i>
Staff development/planning sessions will be held for teachers to develop and analyze instructional activities and assignments based on the Revised Bloom's Taxonomy.	Office of Instruction; Instructional Coach; School Administrators; School level Bloom's Team	September 2008	<p>In order to improve student achievement in all areas, the district instructional staff will schedule monthly planning meeting sessions in which teachers in grades K - 5 will participate in professional development and in-depth analysis of instructional activities and assignments being used in their classrooms using the Revised Bloom's Taxonomy to ensure rigor and relevance are a part of classroom level instructional planning.</p> <p>A minimum of two samples of instructional activities will be developed or analyzed during each meeting. Samples will be collected by instructional coaches and maintained on file with the Instructional Coach. Additional documentation will include: agendas with notes, sign-in logs, and calendar entries.</p>
At least two staff development opportunities will be provided on the use of various resources and tools available through Northwest Evaluation Association	Office of Instruction;	October 2008	The district will assist teachers with using data by offering at least two workshops from the NWEA resources: Stepping Stones to Using Data, Climbing the Data Ladder, Growth and

(NWEA) for analyzing Measures of Academic Progress (MAP) assessment results and planning instruction based on data.	School Administrators		<p>Goals, MAPping the Data Trail, and Dynamic Reporting Suites during which they will learn how to use data analysis and instructional resources from NWEA. Teachers in grades 2-5 will be expected to participate.</p> <p>Teachers will create instructional activities and lessons utilizing the knowledge gained during staff development. These highlighted lesson plans will be monitored and reviewed by the Instructional Coach and school level administrators. Plans will be maintained on file with the school. Reflective exit sheets will also be used to get feedback from teachers after the Staff Development and maintained on file by the Professional Development Coordinator with copies being forwarded to school administrators. Agendas and calendar entries will also serve as documentation of staff development.</p>
At least two staff development opportunities will be provided on the use of various resources and tools available through Compass Learning Odyssey for analyzing students' instructional needs and planning instruction based on assessment results.	Office of Instruction; School Administrators; Instructional Coach	September 2008	<p>At least two staff development opportunities will be provided on the use of various resources and tools available through Compass Learning Odyssey for analyzing students' instructional needs and planning instruction based on assessment results by District Instructional Coaches to train teachers on the use of Compass Learning Odyssey in the lab and classroom settings: addressing how to use Odyssey for whole class and individualized instruction in the regular classroom in conjunction with Promethean Boards and with small groups of students in the labs.</p> <p>School level instructional staff and administrators will conduct monthly observations to determine effectiveness. An observation rubric, provided by the district office instructional staff, will be used to document observations and to provide feedback. Rubrics will be maintained on file by the school administrators. Agendas and calendar entries will also serve as documentation of staff development.</p>
Three opportunities for professional development for all classroom teachers that address the use of technology to enhance standards based instruction	School Administrators	October 2008	To improve student achievement three opportunities for professional development for all classroom teachers that address the use of technology to enhance standards based

through workshops on Promethean Boards, MAPTrakker, and Educational United Streamline videos. All teachers will participate.			<p>instruction through workshops on Promethean Boards, MAPTrakker, and Streamline videos. All teachers will participate.</p> <p>Teachers will be required to submit weekly lessons plans that include technology integration. These lesson plans will be reviewed and copies of feedback maintained by school administrators. Agendas and calendar entries will also serve as documentation of staff development.</p>
Staff development will be provided on techniques for differentiating instruction, actively engaging students in the learning process, best practices in math, reading, and inquiry based science instruction.	Office of Instruction; School Administrators	October 2008	<p>To provide professional support to teachers, the district's instructional staff will offer at least one workshop on each of the following topics:</p> <ul style="list-style-type: none"> ▪ Student Engagement ▪ Differentiated Instruction ▪ Reading, math, and inquiry based science instruction <p>80% of all teachers in grades K -5 will attend.</p> <p>The school's Instructional Coach as well as, school and district administrators will observe in teachers' classrooms to ensure theory is being put into practice. District approved observation rubrics will be used and maintained on file by the school administrators. Weekly lesson plans should also reflect knowledge gathered during workshops. Lesson plans will be reviewed weekly and maintained by school administrators and kept on file. Agendas, sign-in logs, and calendar entries will also serve as documentation of staff development.</p>
The Office of Instruction, the Instructional Coach, and school administrators will observe instruction on a regular basis to ensure standards-based lessons are being taught.	Office of Instruction; School Administrators; Instructional Coaches	October 2008	<p>Following at least two classroom visits each month conducted by district office instructional staff, district level staff, school administrators, and Instructional Coaches will meet monthly to discuss observational notes to plan any additional professional development activities that may be needed.</p> <p>Observation Feedback forms will be maintained by the observer...and minutes from monthly meetings and copies of Observation Feedback forms will be kept on file by the</p>

			school administrator. Calendar entries of observations will also serve as documentation.
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FOCUSED SCHOOL RENEWAL PLAN
2008–09 School Year of Implementation

District Administrators' Instructional Leadership Focused Goal to Increase Student Achievement

Focused District Administrators' Instructional Leadership Goal 2: To improve student academic achievement by April 1, 2009, 100% of teachers at Chester Park Elementary School of Inquiry will receive support for the analysis of data to inform and direct classroom instruction from the district's Instructional Department on Social Studies benchmark tests during grade level team meetings quarterly: in order that 50% of the students tested in grades 3, 4, and 5 will score 70% or higher on the 3rd Nine Weeks Cumulative Social Studies benchmark assessment.

(The desired result is a positive impact on student achievement that supports the school's FSRP and aligns with the district administrators' responsibilities stated in the ERT process.)

Strategy List the processes/activities to fully implement the goal that will have a high probability of improving student achievement.	Person(s) Responsible (Position/Name)	Start Date of Strategy	Indicator(s) of Implementation <i>Explain how each indicator will be used to support the achievement of the goal, followed by the name of the person responsible for the documentation.</i>
District Curriculum Committees will complete instructional pacing guides in Social Studies.	Office of Instruction; School Administrators; Instructional Coaches	August 2008	<p>The district will ensure implementation of effective teaching strategies through providing teachers with pacing guides for social studies. Effective use of curriculum documents in classrooms will be monitored during weekly classroom observations by school administrators, Instructional Coaches and district level Instructional staff.</p> <p>Observation Feedback forms will be used during weekly classroom observations and written and/or verbal feedback will be provided regarding the use of curriculum documents to teachers after observations. Copies of observation feedback and the signed Curriculum Documents Issuance forms will be maintained on file by the school administrator.</p>
Academic indicators will be incorporated into the planning of curriculum and instruction in all classrooms.	Office of Instruction Instructional Coach	September 2008	<p>To ensure quality planning occurs by all teachers, weekly collaborative planning times for regular classroom teachers in grades 3-5 will be provided for reviewing pacing guides, as well as, developing instructional plans.</p> <p>Weekly planning sessions will be facilitated by Instructional</p>

			Coaches who will collect annotated agendas and sample lesson plans that are created. Calendar entries will also serve as documentation of weekly meetings.
Students' progress towards meeting Academic Indicators in the area of Social Studies will be assessed through the administration of quarterly benchmarks.	Office of Instruction; Instructional Coach	September 2008	<p>To ensure all students in grades 1 - 5 are adequately progressing in Social Studies, quarterly benchmark tests will be administered and analyzed in the area of Social Studies.</p> <p>The Instructional Coach will coordinate testing each nine weeks in the area of Social Studies and lead grade level discussions while conducting item analysis of assessment results. Copies of benchmark tests will be maintained in student portfolios. Calendar entries for tests and meetings, along with notes, graphs, charts, etc. will also serve as documentation.</p>
Teachers will be provided with assistance in analyzing benchmark test results.	Instructional Coach	October 2008	<p>To assist teachers with analyzing and interpreting benchmark test results, each nine weeks, after the administration of benchmark assessments, the Instructional Coach will assist teachers with analyzing assessment results and planning instructional changes.</p> <p>Agendas, minutes, benchmark analysis, calendar entries, and sign-in sheets will be maintained by the Instructional Coach for documentation.</p>
Teachers will use appropriate instructional strategies to address students' instructional needs based upon benchmark results.	School Administrators Instructional Coaches	October 2008	<p>Teachers will be provided with staff development to support instructional changes that are identified as a result of benchmark analyses. Additional professional development will be provided for teachers when needed.</p> <p>Teachers will indicate in highlighted lesson plans the use of instructional strategies identified by benchmark analyses. Lesson plans and feedback will be kept on file by school administrator. Agendas with notes, along with calendar entries will also serve as documentation.</p>

Weekly grade level team meetings will be conducted to discuss instructional strategies and adjustments that must be made to address needs identified through benchmark analyses.	Office of Instruction; Instructional Coaches	October 2008	To ensure instruction is modified based upon assessment results, weekly grade level team meetings will focus on instructional strategies and any necessary adjustments. Agendas and minutes from weekly team meetings will be kept and maintained on file by the Instructional Coach. Calendar entries will also serve as documentation.
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**FOCUSED SCHOOL RENEWAL PLAN
2008–09 School Year of Implementation**

**Title and Description of Each Program and Initiative
Included in the FSRP**

Give the title and a brief description of each program or initiative that is included in the FSRP.

Note: All acronyms should be preceded by the complete program title. For example: Measures of Academic Progress (MAP)

Balanced Literacy	A total approach to teaching reading that involves shared / whole group reading, guided reading, independent reading, read alouds, word study, and writer's workshop.
Benchmark Tests	Standards-based tests developed by a district curriculum committee and administered quarterly in the area of social studies to determine mastery of state standards
Consortium Staff Development	The Chester County School District is part of an educational network that consists of surrounding counties. Two days each year are set aside for staff development within the consortium of these counties. Each county hosts staff development activities for various grade levels and subjects.
Curriculum On Wheels (COWs)	An interactive software program (on wheels) that utilizes science and social studies content to actively engage students in learning.
Danas	Full-sized keyboards used for word processing; a portable writing tool.
Differentiation Strategies	Strategies teachers utilize to adapt instruction to student differences.
District Curriculum Documents	District curriculum committees were created in the 2007-2008 school year with representatives from every school and grade level for the four core subject areas of English/language arts, mathematics, science, and social studies. The purpose of these committees was to develop a curriculum document based on the state standards and used for instructional planning by classroom teachers.

Dominie	Assessment used by our district at the beginning, middle, and end of the school year to guide instruction; assesses comprehension of both fiction and nonfiction text, phonics, phonemic awareness, writing, and spelling.
Educational Streamline Videos	Video-on-demand service utilizing <u>Discovery Education's Streaming</u> .
Goals Based Evaluation- Revised (GBE-R)	South Carolina's revised evaluation tool for teachers.
Intersession: Fall / Spring	Intersessions (one week each in the Fall and Spring) are scheduled for students in addition to the required 180 days of school for the purpose of providing remediation and enrichment classes.
Intervention / Interventionists	Students are identified by "those who are most likely to move" into the next higher level of academic achievement on the MAP and/or PACT assessments. A certified teacher and/or paraprofessional will work with these small (flexible) groups of students in grades K-5 daily.
Leapfrog	Hand-held video games
Learning Cycle	A lesson plan format for science instruction that outlines the unit or stages of a lesson.
Literacy	The ability to use language to read, write, listen, and speak.
Lock it in! Electronic Math Challenge	An interactive, electronic math game with three levels of difficulty used for sharpening skills in place value, number sense, addition, subtraction, multiplication, and division.
MAPTrakker	A software program aligned to MAP (see description below) that allows teachers and administrators to view useful data based on student MAP scores and create appropriate and relevant lesson plans, based on state standards and indicators.
Measures of Academic Progress (MAP)	Computerized adaptive test that aligns with South Carolina state standards and accurately reflects the instructional level of students in the areas of reading, language usage, mathematics, and science.

Northwest Evaluation Association (NWEA)	A national non-profit organization that provides research-based assessments, professional training, and consulting services to improve teaching and learning. This organization provides the MAP testing that is used by the Chester County School District.
Odyssey	Computer-assisted program for reading/language arts, mathematics, science, and social studies.
Promethean Boards	Interactive whiteboard that integrates formative assessment, resources, and instructional tools.
Rasch unIT (RIT)	RIT stands for Rasch unit, which is a unit of measure to estimate student achievement.
Revised Bloom's Taxonomy	Blooms Taxonomy
RIT bands / range / score	Assessment measures used by MAP.
Science kit training	Science Coach, Thomasina Lee, trains each teacher new to the teaching of science on how use the standards-based kit designated for each nine weeks.
Summative ADEPT Formal Evaluation of Classroom-Based Teachers (SAFE-T)	South Carolina's primary formal evaluation model for classroom teachers
Webquests	An inquiry-oriented activity where learners read, analyze, and synthesize information using the World Wide Web (internet).
Wynn, Mychal	Author of "Empowering African American Males" and speaker at our initial staff development at the beginning of school. The faculty is participating in a book study on his book.